

Update on Occidental College August 2011

Overview of this Report

This agenda item presents a report on the action plan submitted by Occidental College as required by the COA. Also included in this report is a timeline for completion of activities required by the COA.

Staff Recommendation

Staff and the team lead have reviewed the action plan submitted by Occidental. Staff and the team lead recommend that the COA accept the plan for a high quality completion of the Occidental credential programs.

Background

On June 23, 2011, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, assigned the status of *Accreditation with Probationary Stipulations* to Occidental College and all of its credential programs. Subsequent to this action, Occidental College submitted a request to withdraw its Multiple and Single Subject credential program. The COA granted that request in a separate action.

As a result of the decision of Probationary Stipulations and the subsequent withdrawal, the COA required that Occidental College must not:

- Accept new credential candidates into the Multiple and Single Subject credential programs beyond those admitted on or before June 23, 2011 and as included in the list provided to the Commission on that date.
- Propose new programs of professional preparation or expand existing programs.

In addition, the COA required the institution to:

- Submit an action plan by July 15, 2011, describing the institution's plan to ensure that all remaining students are provided with a quality program that meets state requirements. The action plan will be presented to the COA at its August 2011 meeting.
- Submit follow-up reports, every 60 days following submission of the action plan. These follow up reports will document the steps taken to ensure appropriate progress is being made to ensure that all remaining students are provided with a quality program that meets state requirements.
- That a revisit take place in the fall 2011, to ensure that sufficient progress is being made and that all remaining students are provided with a quality program that meets state requirements.

Further, the institution is required to:

- Notify all current candidates in writing of the action taken by the COA and the institution's decision to withdraw its program, by no later than June 30, 2012.
- The notification must include the accreditation decision of the COA, the decision of the institution to withdraw the programs, that all candidates admitted or enrolled in the program on or before June 23, 2011 will have the opportunity to complete their credential program by no later than June 30, 2012, that the Committee on Accreditation will closely monitor operations in 2011-12 to ensure that all enrolled students receive a quality program meeting state requirements, and that, at any point, if the COA determines that Occidental credential programs are not providing a quality program to the credential candidates, it could revoke the ability of Occidental College to recommend for a California teaching credential. Should that occur, Occidental College will be responsible for ensuring that all remaining candidates are provided alternative opportunities for completing credential requirements.

The institution was noticed that as of June 30, 2012 the programs may no longer operate and the institution may no longer recommend candidates for a credential. They were also notified that, if at any time, the COA does not believe that a quality program meeting state requirements is being provided to the enrolled students, it may act to deny accreditation to Occidental College.

Steps Taken, Timeline of Activities, and Submittal of Action Plan

As discussed at the June COA meeting, the Commission staff will work closely over the next few months to ensure that all candidates enrolled in the Occidental College credential programs are provided with a quality program that meets state requirements. Both Gay Roby, Commission Consultant, and Terry Janicki, Administrator, have been assigned to work closely with the Occidental credential programs over the next year.

The table below provides a timeline for actions associated with the Occidental College program completion.

Timeline for Submission of Occidental Action Plan, Progress Reports, Site Visit, and Reports to the COA	
Date	Action
June 23, 2011	Letter sent from CTC to President Veitch summarizing actions taken by COA and requirements/conditions imposed on Occidental College.
July 5, 2011	Gay Roby, CTC staff member, attended all day meeting with Occidental College faculty.
July 15, 2011	Occidental College submitted an action plan describing the institution's plan to ensure that all remaining students are provided with a quality program that meets state requirements.
August 2, 2011	The action plan will be presented to the COA at its August 2011 meeting.
September 23,	Occidental College will submit first follow-up report. These follow up reports will

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Date	Action
2011	document the steps taken to ensure appropriate progress is being made to ensure that all remaining students are provided with a quality program.
October 6-7, 2011	Occidental College revisit take place in the fall 2011, to ensure that sufficient progress is being made and that all remaining students are provided with a quality program. Appropriate constituencies including candidates, faculty, college administrators, and others will be interviewed.
October 27, 2011	The summary of first follow-up report and the Occidental College revisit findings will be presented to the COA.
January 13, 2012	Occidental College will submit second follow-up report. These follow up reports will document the steps taken to ensure appropriate progress is being made to ensure that all remaining students are provided with a quality program.
Feb 1-2, 2011	The summary of second follow-up report will be presented to the COA.
April 10, 2012	Occidental College will submit third follow-up report. These follow up reports will document the steps taken to ensure appropriate progress is being made to ensure that all remaining students are provided with a quality program.
April 18, 2012	The summary of third follow-up report will be presented to the COA.

The action plan submitted is summarized below and the full plan is included in Appendix A.

Summary of Action Plan

Staff at Occidental College have developed and submitted a plan to address issues outlined by the review team at the June COA meeting. The Action Plan outlines additional advice and assistance as well as progress monitoring of the remaining 15 candidates, and stronger communication links between both faculty and candidates and faculty and faculty. Coursework assignments and TPA preparation have been strengthened through the establishment of collaborative structures and adjustment of course content, syllabi, and faculty monitoring. Fieldwork expectations have been addressed through group and individual advisement, trainings for the cooperating teachers, and a stronger monitoring process. The faculty will continue to meet on these specific issues throughout the summer and 2011-2012 school year. Gay Roby, CTC staff consultant, attends these meetings to represent the COA.

Plans for Site Visit

Occidental College revisit, scheduled for fall 2011, is being designed to ensure that sufficient progress is being made and that all remaining students are provided with a quality program. Appropriate constituencies including candidates, faculty, college administrators, and others will be interviewed. The team will not make standard findings; instead, the progress monitoring visit will be focused on the five major themes below:

1) Program Completion Requirements

Coursework and Fieldwork

Communication of Requirements with 15 candidates

2) Fieldwork

Procedures

Hours

Links to coursework

3) TPA preparation, task-completion, passing dates and rates

4) Coursework issues

English Learners

Special Populations

Equity, Diversity, Access to Core Curriculum

Differentiated Instruction

5) Initial and Ongoing Advisement of the 15 remaining candidates

Progress Monitoring structure and communication

Credential Recommendation process

Appendix A

Occidental College's Action Plan: In Response to the CTC Review

Concerns	Plan of Action	By Whom	By When	As Evidenced By
Standard 1 – Educational Leadership		Not Met		
<ul style="list-style-type: none"> - Stakeholders' involvement in program (TEAB, credential analyst) - Field Work placement conflict w/common standards - Monitoring student progress throughout program - No process in place for ensuring that the credential recommendation process is accurately completed. 	<ol style="list-style-type: none"> 1. Credential analyst @ each department meeting 2. Review consistency of common standard documents & vision (See Standard 7 quote which was to be OR language, not AND language as report notes) 3. Systematic informational advising for current 15; Information on alternate programs distributed to undergraduates who will not complete program 4. <i>Passport to Teaching</i> (virtual passport: electronic & possibly web-based or H-drive.) 5. Cover for 21-REC 2042 identifies all required parts of the recommendation are present, and chair verifies by his/her signature 	<ol style="list-style-type: none"> 1. Angela 2. La Mont 3. Angela will assign (Adelina get NSF folks) 4. Fatima to draft Final by all faculty 5. Angela & La Mont 	<ol style="list-style-type: none"> 1. ASAP 2. July 25 3. July 11 @ noon; August 22nd 4. July 11th; August 22nd 5. August 22nd 	<ol style="list-style-type: none"> 1. Agendas, minutes, sign ins 2. Revised CS documents 3. Assignment sheets 4. Adjusted Passport for 5th yr. Orientation reflective activity/ Articulation of passport 5. Cover sheet
Standard 2 – Unit/Program Assessment & Evaluation		Not Met		
<ul style="list-style-type: none"> - <u>data</u> not systematically reviewed leading to program 	<ol style="list-style-type: none"> 1. <i>Program Assessments</i> <ol style="list-style-type: none"> a. Survey 15 students at orientation for past advisement and current 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. Fatima 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. July 11th 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. Orientation survey

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changes (e.g., TPA, surveys) - What are the measurable data points (non-anecdotal) for student qualifications/proficiency/competence & program effectiveness? - Ongoing activities - Unit evaluation	needs and build from there. b. Standing agenda item at monthly department meetings to review data collection from past month (e.g. surveys orientation, passport building, TPA data, master teacher surveys) and monitor program changes c. Review cooperating teacher evaluations of candidates in fieldwork at end of fall semester. d. Mentor teachers to weigh in on program services mid-semester in faculty-facilitated space. 2. Measurable data points for students a. Fall Semester i. TPA progress (Tasks 1, 2) ii. Course grades iii. State-required testing (CSET, CBEST) b. Spring Semester i. 482/484 Early Progress Check ii. Task 3 completion/pass iii. Mid-point Evaluation 3. Benchmark dates/checklists/timelines for candidates reviewed at monthly	b. Rotating chair c. Desiree d. Desiree 2. -- Fatima All Faculty Angela 482/484 Faculty Fatima Desiree 3. All	b. ongoing c. December 16 d. March, 2012 2. -- on-going Mar 1, 2012 April, 2012 late March, 2012	b. Chair agendas, minutes, etc. c. evaluation data summary d. evaluations/summaries 2. -- Standing agenda item, meeting minutes, etc. Standing agenda item, meeting minutes, etc., course syllabi

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	<p>faculty meetings; advisors follow up as needed with their assigned candidates. (Also, inform candidates of this new set up).</p> <p>4. Dean and Associate Dean have a standing seat on Adv. Board. Will offer the Graduate Office a seat also to aid collaboration.</p>	4. La Mont	3.	3.
Standard 3 – Resources			Met	
Standard 4 – Faculty & Instructional Personnel			Met with Concerns	
<ul style="list-style-type: none"> - regular & systematic collaboration with colleagues in P-12 institutions - college supervisor & mentor teacher training and information on program expectations and their input for program changes 	<p>1. Attend the IHE/BTSA Induction Collaboratives</p> <p>2. TEAB meeting documentation with format e.g., (minutes/outcomes/attendance/next steps)</p> <p>3. Continued collaboration with BTSA Induction programs, (Glendale, Alhambra); CCTE; <i>MOU with Local District 4 LAUSD</i>; share results at department meetings</p> <p>4. Required professional development (PD) of adjuncts, mentor teachers, college supervisors by Student Teacher Coordinator. Two purposes: distribute info about program & expectations for mentor teacher; professional growth for the mentor teachers. FALL: (a) description of program; (b) PD on</p>	<p>1. Desiree</p> <p>2. Chair to schedule</p> <p>3. Desiree</p> <p>4. Desiree, Chair</p>	<p>1. TBD</p> <p>2. Meet mid-term</p> <p>3. ongoing</p> <p>4. Draft of Fall agenda, objectives & survey (Sep 16); Draft of Fall agenda, objectives & needs assessment</p>	<p>1. Sign in sheets, notes; department mtg. minutes</p> <p>2. Minutes of meeting</p> <p>3. Meeting agenda; department meeting minutes, etc.</p> <p>4. PD agenda/summary; data from survey/needs assessment; dpt. mtg. minutes, etc.</p>

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	dept expectations around critical pedagogy, unit/lesson planning, differentiation; (c) solicit input on program improvement. SPRING (between ½ and Full-day student teaching): (a) follow-up PD; (b) issue needs assessment		(April 1, 2012)	
Standard 5 – Admission Not Met No additional candidates are being admitted so Occidental College is not addressing this Standard at this time.				
Standard 6 – Advice & Assistance Not Met				
<ul style="list-style-type: none"> - Monitoring of progress through student teaching not consistent - A lack of systematic dissemination of [program] information by advisors 	<ol style="list-style-type: none"> 1. Advisors (Education faculty) will be assigned <ol style="list-style-type: none"> a. Orientation meeting introduction b. Follow up re: needed form submissions c. Monitoring throughout year d. Share the "counseling out" flowchart 2. See Standard 1 response for notes on monitoring student progress from beginning 3. Dept-wide evaluation session of Student Teachers, using midpoint evaluation, formal observation notes; 4. Existing data points for the 15 candidates will be used in 2011-2012. (Modified Passport to 	<ol style="list-style-type: none"> 1. Angela Allen <ol style="list-style-type: none"> a. All faculty b. All faculty c. All faculty d. Ron & Angela 2. -- 3. Desiree retrieve, analyze and report data 4. Rotating chair, All faculty 	<ol style="list-style-type: none"> 1. ASAP <ol style="list-style-type: none"> a. August 22d b. Ongoing c. Ongoingd. August 22nd 2. -- 3. Begin April 1 4. Ongoing 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. Orientation Meeting MAT b. Before October 1st Meeting c. As needed per faculty d. "counseling out" flowchart 2. -- 3. Report and discuss monthly at faculty meetings. College supervisors to meet with mentor teachers at specified points. 4. Chair notes, agendas, minutes, etc.

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	<p>Teaching)</p> <p>5. Info packet for Advising: Program requirement documentation will be provided to all Ed faculty/advisors and used at the conversation between the orientation meeting and the October 1st meeting.</p>	5. La Mont, Angela	5. July 11 draft in; August 22 review by all staff	5. Various documents (e.g. course grades, course evaluations, TPA results). Advising & program materials; documentation of advising meetings
Standard 7 – Field Experience & Clinical Practice			Not Met	
- No articulation w/ partners re: Field Work placements (professor, candidate, school administrator, and/or classroom teacher)	<p>1. Develop a handout to address</p> <p>a. # of Field Work hours per # of courses (policy): 36 for 1 course; 50 for 2 courses; 75 for 3 courses? (Discuss 7/11)</p> <p>b. clean-up language in common standards,</p> <p>c. develop consistent evaluation form for Field Work experience.</p> <p>d. integrate all the current fieldwork handouts in use in courses.</p>	1. Adelina	1. July 25--all faculty review at that time	1. Handout outlining the protocol

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	e. course/credential requirements f. procedures for securing a classroom placement g. how multiple fieldwork assignments/requirements can be combined h. proper school protocols i. teacher evaluation 2. Address nuances of student teaching expectations vs. fieldwork	2. Desiree (@PD mtgs.)	2. See Action Plan for CS 4	2. See Action Plan for CS 4
Standard 8 -- District-Employed Supervisors			Met	
Standard 9 – Assessment of Candidate Competence			Not Met	
- Assignments used in coursework are not similar in nature to the TPA tasks and so do not prepare candidates for TPA - Not preparing candidates with the knowledge/skills to complete TPA (few opportunities within program for candidates to prepare)	1. Policy: Students cannot enter 1/2-day student teaching w/o passing TPA 1 & 2 2. Contract describing consequences of not passing TPA (Note: <i>Advancement to Student Teaching</i> checklist in <u>Student Teacher Handbook</u> addresses TPA passing timeline and Friday TPA workshops) 3. At orientation, we give candidates the CTC TPA Handbook modified to include Oxy resources. 4. Friday workshops will be <u>mandatory. (Currently they are NOT mandatory).</u> Fatima to document all candidates participation (either Fridays or	1. Desiree; Fatima 2. Fatima 3. -- 4. Fatima	1. ASAP 2. Aug. 22 3. -- 4. ongoing	1. Student Teaching Handbook; Fall TPA labs 2. Contract 3. Handbook 4. Participation tracking

Concerns	Plan of Action	By Whom	By When	As Evidenced By
	<p>individual appointments)</p> <p>5. TPA to permeate the syllabi & Fieldwork vis-à-vis assignments (explicitly stating which TPE/TPA addressed – e.g., some faculty syllabi).</p> <p>6. TPA/TPE are addressed/evaluated in <i>Passport to Teaching</i>.</p> <p>7. Exit interview during ED 581: a) complete TPA b) sign declaration of intention to teach; (Angela will draft this document)</p>	<p>5. All Faculty</p> <p>6. Fatima</p> <p>7. 581 faculty a) Fatima b) 581 faculty</p>	<p>5. Fall 2011</p> <p>6. July 11</p> <p>7. Spring 2012 a) Spring 2012 b) Spring 2012</p>	<p>5. Syllabi for each course</p> <p>6. 2011-2012 <i>Passport to Teaching</i></p> <p>7. 'Declaration to Teach' Document</p>